Behavior-Based Safety

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Will your next choice be the safe choice?

A Primer For

Local Safety Improvement Teams

In The

Behavior-Based Safety Process℃ℨ

Employees of the Westinghouse Savannah River Company developed this primer for use by Local Safety Improvement Teams.

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Introduction

The Local Safety Improvement Team (LSIT) Primer was prepared by the Savannah River Site (SRS) Behavior-Based Safety Steering Committee (BBSSC). It is designed to assist work groups who are ready to establish a Local Safety Improvement Team, and it provides guidance for an LSIT to function as an integral part of the Behavior-Based Safety (BBS) process at the local level. It assumes that the workgroup has received the appropriate BBS training.

Each LSIT plays a pivotal role in the successful implementation and growth of the BBS process. Cooperating with each other, working through differences, functioning as a team, communicating within your organization, networking with other LSITs, and working with the company BBS Lead are vital to individual organizational successes and the success of BBS at your location.

We hope that you will find this Primer useful in your endeavor to improve safety by reducing at-risk behaviors, thereby preventing injuries.

Section 1

Organizing a Local Safety Improvement Team

Composition

A well-functioning LSIT is critical to the implementation and growth of the BBS process in an organization. To ensure the LSIT members have the necessary skills to support success, the initial LSIT should be carefully selected from a group of trained BBS observers. LSITs may be established for departments, work groups, buildings, etc as determined necessary to ensure proper participation and involvement with personnel.

A BBS Coordinator, along with a Management Champion, should be identified at the outset of your BBS implementation. The Coordinator and Management champion should make recommendations to Senior Management as to the initial assignments of an LSIT. The LSIT Charter (Section 4) should clearly define the initial period of assignment and the method for subsequent rotation of members. (Note: The coordinator typically does not become involved in an LSIT. The Coordinator may serve as a resource of information and as a liaison with company or Company BBS Lead.)

The BBS Process is most successful when the entire organization (observee through senior management) participates by supporting their particular roles.

It is also important to have a representative composite of employees of the workgroups on the LSIT. Membership should include a diverse cross-section of the organization and the team should be comprised of employees who are respected by their peers, display leadership qualities, and are forward thinkers.

The exact number of team members on an LSIT can vary depending on the size and function of a particular workgroup, and should be defined in the Charter. Clearly defined and communicated roles and responsibilities for everyone are essential. Consideration may be given to establishing more than one LSIT depending on organizational needs.

The LSIT should take action, as soon as possible, to assign or elect LSIT leaders. Until that action is complete, the Management Champion may designate a Chairperson and a Recording Secretary. The Management Champion should not serve as an officer.

Identity

The LSIT is encouraged to create a unique identity. This unique name or acronym, logo, motto or slogan can serve as a unifier for the team.

Section 2

Functions of an LSIT

Management must recognize that the implementation and growth of the BBS process require time and resources. Personnel must be afforded the necessary time to serve on an LSIT and to adequately perform their assigned functions as members of that team.

The functions listed below are vital if an LSIT is to guide the organization through successful implementation and support long term sustainability. Responsibilities of each function and the desired characteristics or abilities needed to carry out those functions are provided. The expected time factor (TF) and the level of involvement (High, Medium, and Low) are also shown. **(**NOTE: Functions may be combined, based on the number of team members available, as well as the capabilities of those individuals. Also, as the LSIT matures, rotation of these roles will help prevent LSIT stagnation.)

- **BBS Process Subject Matter Expert (SME)**– The BBS process SME is strong supporter of BBS and very knowledgeable of the process. This person is an energetic leader who ensures that everyone in a workgroup understands and is involved in the BBS process. One BBS process SME may provide services to several LSITs. Functions include:
    - ♦ working closely with the management team and the LSIT,
    - ♦ coordinating action plans,
    - ♦ providing training,
    - ♦ monitoring observation performance
    - ♦ assisting in motivating or coaching to continuously improve the process.

  Due to the importance of this role, strong consideration should be given to this being a full-time position (Guideline: One SME per 300-400 persons in the workgroup). (TF = High)

- **Meeting Facilitation** – The facilitator is not necessarily a member of the LSIT. The primary function is to facilitate the LSIT meetings in a way that consistently keeps the team on track and on time. This person must enforce set discussion times tactfully. The facilitator encourages pre-plan meetings with the LSIT Chair to ensure the meetings are both efficient and effective and works with the person recording the minutes to ensure the dissemination of accurate and timely meeting minutes. The facilitator assists the LSIT in developing the next agenda at the end of each meeting and encourages the team to determine appropriate discussion time for each agenda item. (TF = Medium)

- **Chair** – The Chair of an LSIT should be a natural leader—someone the other team members respect. Functions include:
  - working closely with the facilitator to ensure all LSIT members are engaged;
  - working with the BBS Process SME to ensure the process is on track;
  - monitoring database activities to ensure tracking and trending information is gathered and disseminated appropriately; and
  - working closely with the Communicator to ensure that all employees are informed in the BBS process. (TF = High)

- **Access Administration** – Access to the BBS database (Section 6) should be password controlled. The Access Administrator is given database authority to administer. This function does not require a significant amount of time but does require computer experience. (TF = Low)

- **Form Administration** – Each LSIT should construct a unique observation checklist. The Form Administrator is given authority to use a form generator tool (typically a computer application, Section 7) to assemble and control the observation checklist for the LSIT. Computer experience is beneficial in performing this function. This function could be combined with that of the Access Administrator. (TF = Low)

- **Data Entry Person** – If an LSIT chooses to have one person enter all the observation data, the Data Entry Person is given database authority to input the data from all completed observation checklists into the database. This function requires good typing skills and a flexible schedule.   It is also beneficial if this person is a trained BBS observer so that the person is familiar with the BBS terminology, philosophies, etc. (TF = High)

- **Data Management** – Data gathered through observations must be reviewed and interpreted for the LSIT to provide positive feedback to employees for safe behaviors and develop solutions for trends that need action. The function of data management is to analyze the data in the BBS Database, produce appropriate reports/graphs, and prepare data packages for LSIT review. Graphical information should be shared with employees. Some ways to accomplish this are to post information on bulletin boards, show graphs in Safety Meetings, or put information in newsletters. It is of particular help if the person(s) carrying out this function can contact a statistical analysis SME to help the LSIT interpret data. (TF = Medium)

- **Recording Secretary** – The recording secretary should be assigned either permanently or on a rotating basis to record LSIT meeting minutes and to prepare and distribute smooth meeting minutes to all LSIT members. This person works with the facilitator and the Chair to develop upcoming agendas prior to LSIT meetings. The timely issuance of the meeting minutes is very important and requires a person with good organizational skills to consistently provide a quick turnaround. (TF = Medium)

- **Timekeeping** – This function may be served by a strong facilitator. However, the LSIT may choose to have an individual less involved in the leadership of the meeting assigned to ensure that the meetings stay on time. (TF = Low)

- **Management Champion** – The Management Champion serves as an enabler and resource for the LSIT. The selection of this individual is very important. The Management Champion should be a high-ranking, respected member of management with a devotion to the BBS process. The Management Champion must be willing to accept the neutral role as Champion of the LSIT, and must avoid the temptation to manage the team. (TF = High)

- **Communicator** – Experience in BBS implementation has determined that communication plays a pivotal role in the involvement of every person in the workgroup in the observation process and the continuing education of all employees. This function provides for release of information from the LSIT to the organization. Desirable qualities of an individual filling this function are creativity, flexibility, computer skills and good oral and written communication abilities. One recommendation is to involve the Company, Division, or Department Communicator.
  (TF = Medium)

- **Safety Professional** – If your organization employees a Safety Professional as an integral part of the Safety Program, the LSIT may ask that individual to play a part in the BBS process. The Safety Professional should be trained as BBS observers and involved in your BBS process. An LSIT may choose to include a Safety Engineer on the team. When this is not practical, the Safety Engineer should be recognized as a valuable resource for specific safety resolutions.

  Other functions not identified here may be implemented at the discretion of the LSIT.

Section 3

<u>Responsibilities of the LSIT</u>

<u>The Team</u>

Develop the list of critical behaviors for the work group

Critical behaviors are those behaviors that most often place personnel in a particular organization at-risk for injury. It is very important for the LSIT to identify these critical behaviors as a first step in making the process unique to the organization and most effective in improving safety locally. By analyzing the organizational history and ensuring that these critical behaviors are in fact "critical" (i.e. statistically valid vs. just "gut feel") observations will be focused on specific areas of concern. Experts agree that several methods may be used by an LSIT to develop its first set of critical behaviors. They include:

- Review injury history over the past five years:
  Contact the Site Safety Organization or the Safety Engineer to determine how to obtain statistics and records. This information can assist the LSIT in determining how people have been injured. If an investigation was conducted, the records may help determine what behaviors contributed to the injury.

- Look at current accident investigations:
  Identify emergent behaviors that may not have been previously identified. Because these are ongoing investigations, facts are fresh in the minds of those involved; and they more easily recall pertinent information.

- Evaluate Integrated Safety Management System (ISMS) reviews, Job Hazard Analysis (JHAs), or other Hazard Analysis documentation:
  Obtain copies of ISMS and JHAs reviews from the persons in the organization who are responsible for these documents. Notice the identified hazards for the reference work activities. Determine critical behaviors associated with particular hazards.

- Conduct observations of typical work group tasks:
  This is not only an excellent way to determine behaviors that are critical to certain jobs; it is a great way to get workers involved early on in the BBS process and lets them see the LSIT at work.

- Interview employees from various work groups:
  Give employees an opportunity to talk about the hazards associated with their work and let them explain how they safely perform their jobs. These discussions will provide valuable information. Depending on receptivity, interviews can also be conducted to obtain information that will help the LSIT understand previous injury events.

- Use a Critical Behaviors Library for reference.
  Your company may already have a "library" of critical behaviors that has been developed. The LSIT may select from the existing library or identify any other critical behaviors that need to be included in the specific observation checklist. (CAUTION: Remember these behaviors must be from YOUR workgroup. Resist the temptation to "boiler plate" critical behaviors from the site library or another work group.)

Should the LSIT need to add a new critical behavior to the library, submit it to the company BBS Lead for consideration. Each new behavior must be clearly defined when submitted for inclusion in the library. This is necessary to ensure consistent use of a particular behavior within your company. Consideration should be given to writing the Critical Behaviors as short action statements describing behavior (Protecting Hands, Aware of/Avoiding Pinch Points, etc.)

An LSIT should review the critical behaviors annually to determine if changes need to be made in the specific observation checklist based on the data analysis.

Analyze the Observation Data

Data from the observation checklists is collected and entered into the BBS database. Key parameters to analyze are:
- Overall % Safe
- Overall % At-Risk
- % Trained Observers
- Number of Active Observers
- Completed Action Plans
- Breakdown of % At-Risk
- Breakdown of % Safe
- High At-Risk Categories
- Facilities or activities observed
- High At-Risk Trends

Other parameters may be selected for analysis by the LSIT. These become the leading indicators of safety performance for the work group.

- **Form action plans or determine other solutions**

Once the data is analyzed, the LSIT determines which at-risk behaviors are trending toward an injury. The LSIT influences the trend from at-risk to safe by identifying the best approach for changing a behavior and communicating it to the workgroup. As action plans unfold, additional observations are performed to determine action plan effectiveness. A good action plan equates to an increase in safe behaviors. There may be a simple solution such as making sure Personal Protective Equipment is always available. However, an issue may be complex and the best solution may be for the LSIT to develop an action plan with specific objectives identified, tracked and completed to ensure the solution is appropriate.

Promote and Effectively Communicate the BBS Process

The BBS philosophy and process must spread beyond the LSIT and the BBS observers. Communications is a key function and responsibility for an LSIT. Develop a newsletter, issue bulletins, use bulletin boards, etc., to communicate details about the process to the company.

Although these tools as well as graphics, such as posters and charts have some impact, it is the face-to-face communication that pays off long-term. It is vital to communicate with everyone.

- Manager and leader - The LSIT has the ability to influence management and leadership in several ways:
    1. Give positive feedback to managers who support BBS (i.e. those who give time for observations to occur).
    2. Keep the managers and leaders informed of successes and trends.
    3. Encourage key managers and leaders to talk about BBS in all meetings.
    4. Monitor and review critical behaviors for managers and leaders at staff meetings.

- Observers – The LSIT has numerous opportunities to reinforce observers:
    1. Keep them advised of the results of the observations, data and action plans.
    2. Provide positive reinforcement for all their efforts.
    3. Allow them the opportunity to discuss concerns or problems with the LSIT.
    4. Accompany them on observations and use BBS techniques to discuss their observations with them, i.e., positively reinforce what they did well, and by asking questions, get them to identify their own problem areas or weaknesses.
    5. Share improvements to the observation process as they are developed.

- Observees – Positively reinforce their willingness to be observed and keep the pulse of the process:
  1. If an observer approached them, ask if they allowed an observation. Positively reinforce those who did, and determine what barriers existed for those who did not.
  2. Get their perspective on how well the observations are going.
  3. If they have not been approached to participate in an observation, review the process with them and encourage them to encourage any observer who does approach them.
  4. Encourage them to become an observer.
  5. Share the results of observations to date: data, trends, and action plans.
  6. Share success stories you have heard.

- LSIT – The LSIT should be the hub of communication:
  1. Develop accountability within the team to share results of the communication paths listed above.
  2. Communicate the information within the LSIT on a timely basis in order to support the communication paths listed above.
  3. Develop meeting times and methods that include all members of the LSIT in some way.
  4. Conduct LSIT meetings in a way that all attendees feel valued, appreciated, and listened to.
  5. Positively reinforce each other. Strive to have members who want to build each other up.
  6. Establish a means for the LSIT to continuously improve both the process and safety by communicating and networking with other LSITs on site and by utilizing other site resources.
  7. Maintain an open line of communication with the company BBS Lead.

As Individuals

Participate in training BBS observers

Experienced LSITs have learned that it is very effective for seasoned observers to communicate and share their observation skills with peers. It is also evident that new observers enjoy learning from their peers. By encouraging BBS observers to participate in training new observers, the process is greatly improved.

Regularly attend LSIT meetings

Regular attendance is necessary in order to keep the pulse of the process, to be made aware of areas in which individual members can support the process, and to stay abreast of the improvements which the workgroup is making in safety.

Provide coaching and mentoring to improve the process

Observers volunteered to be involved in the BBS process because they are interested in promoting a safer work place. From time to time, observers may lose their original zeal. It is incumbent on the LSIT to support those observers by providing them with positive feedback, letting them know that they are vital to the process, etc. (NOTE: This is a key role for line management also.)

Other Behaviors

LSIT members should encourage all employees to be observed. Sometimes it becomes necessary for an LSIT to visit other LSITs or network with other work groups to infuse vitality into a BBS process that becomes stagnant. LSITs should be very willing to assist others in coaching and mentoring techniques that are effective in revitalizing a process. Networking is a key to our success.

Positively reinforce co-workers when they support your job in your absence. At times, LSIT responsibilities will require you to leave your "normal job". During these times, if someone covers for you, you should remember to give your coworker positive reinforcement for supporting you in this way.

Remember, too, that an LSIT member must be a model for reduction of at-risk behaviors and conditions.   As in many things, BBS is communicated by what members do at least as much as by what they say.

Section 4

The LSIT Charter

The charter provides an outline of the structure and objectives of the LSIT and also captures the philosophy of the work group. It is a living document and can be modified as the process matures. See the appendix for examples.

Brainstorming is an excellent tool to use in the initial development of the charter content. In brainstorming everything is captured, and discussions of each item follow once the brainstorming is completed.

Charter Elements

- Outline the team's functions. Use this as a resource.
- Define the organization of the LSIT, e.g., determine if you will use a Chair, a facilitator or both.
- Decide how new members will be selected.
- Define the relationships with the management team. Invite a key organizational manager and the Management Champion to sit in on your discussion of this section of the charter.
- Establish membership criteria, including rotational frequency.
- Ensure that you have a good cross-section representation of the organization.
- Determine quorum requirements.
- Establish attendance expectations, e.g. attend ¾ of scheduled meetings or provide a designated substitute.

Section 5

<u>Assessing The LSIT</u>

There are going to be ups and downs in the performance of your LSIT, especially at the beginning. Be honest about what is happening and how the team is managing itself. An honest self-assessment is vital if the team is at-risk for failure. See appendix 4.0 for sample assessment criteria

Do not allow the LSIT to fall into the trap of conducting mini-critiques as the observation data is analyzed. Just as observations focus on the positives, so should the LSIT. During the first year, you should schedule a six-month self-assessment to help keep the LSIT on track.

The LSIT should have an annual assessment. The assessment should be based on a list of Critical Behaviors for LSITs that provides a good guide for assessment. Sample Criteria may be found in the Appendix of this Primer.

Honesty is the best policy. Find facts, not faults. Some guidelines for the assessment meeting are to:
- plan the meeting offsite to limit distraction,
- consider using an impartial facilitator,
- summarize strengths and weaknesses,
- prepare an action plan to address the weaknesses,
- communicate the completed action, focusing on accomplishments.

Section 6

The BBS Database Application

For the LSIT to effectively increase safe behaviors, it must be able to view and analyze the data being gathered by observations. A computer application is necessary to ensure timely collection and analysis of observation data. This data should be entered into a database that allows for the generation of graphical reports on selected parameters. A good database will allow multiple functions to be performed. The following information is provided as an example of such a database developed by Westinghouse Savannah River Company for use with its BBS process.

The program Data Acquisition in Real Time (DART) has been developed as a multi-functional tool to collect, store and analyze information of various types. The DART© BBS application contains two modules. Its purpose is to:

- Collect Data from the Forms – Database Module
- Compile the Data and Generating Reports – Report Generator Module

The data collected by the observation process is entered into DART©. The DART© Report Generating Module can analyze and correlate the data and produce report graphics for use by the LSIT. By using the reports generated by DART©, the LSIT can review key parameters such as:

- Overall % Safe
- Overall % At-Risk
- Breakdown of % At-Risk
- Breakdown of % Safe
- Review of high At-Risk Categories and the associated observations
- Review of high At-Risk Trends

The report function of DART© also provides the text fields of each completed observation. This helps the LSIT interpret the data. The comments supplied during observations help put substance to the numbers. The comments enable the LSIT to take a trend that shows, for example, an increase in at-risk behavior for hand safety and helps them see what the real issues are behind the trend.

Access to the various modules in the database is based on different security levels. Most often these individuals will be members of the LSIT. The company may designate Module Administrators who have access to provide additional support for the LSIT.

Section 7

Constructing the Observer Form

Each LSIT determines the content of its observer form because of the variety of activities that take place on site and the resulting variety of behaviors.

As mentioned earlier in this document, the LSIT should assign the function of Form Administrator to an LSIT member. This individual will be given the proper authority to build the form using the selected software or to initiate form production by a graphics support group.

The Observation form is the single most important piece of paper involved in the BBS process. It is used to collect the observation data and results in data entry into the BBS database or DART© (Section 6).

Once the LSIT has determined the critical behaviors for your organization, you are ready to begin the construction of your form. To encourage use and allow time for the process to mature, the form should be initially designed to be easy for the observer to use and for the Data Entry Person to translate into the BBS database or DART©.

To help in this task, a computer application should be selected to ease the building of the form. This allows the LSIT to build a form that is specific for the organization. Experience has determined that several fields need to be mandatory.

- **Mandatory Header Fields :**
  - Month/Year
  - Division/Facility (you may select to use company, site, or area)
  - Observer's Name
  - Activity Observed
  - Number Observed (this will be used to help calculate Contact Rate)

- **Non-mandatory Header Fields:**
  The LSIT determines if other fields to be identified in the header. Fields may be added later as the organization matures in the process and the LSIT determines a need for more detailed information.

  The header may also contain space for the LSIT Logo, Slogan, Identifier or other graphics or text which can be used to customize your form. Graphics should be in a standard format such as the GIF or JPEG file format.

- **Body Fields:**
  The body of the form will be composed of two Major Columns – The Critical Behaviors Column, and the Behavior Assessment Column.

  In the Critical Behaviors Column list the initial Critical Behaviors to be observed for the first year. Add the following mandatory fields:

  ▪ Mandatory Critical Behavior Fields:
    - **Safe** – Provides indication of status of the observed behavior. Left blank if not observed.
    - **Number At-Risk** – This field is used to enter the total number of people observed to be At-Risk in the observation for a given observed critical behavior. For example, you may have observed a 3 person crew doing an activity but only one was involved in a specific At-Risk behavior.
    - **Obstacle Number** – This will identify the causal factor for the at-risk behavior, which will be further explained in the Assessment Column.

  - Mandatory Behavior Assessment Fields:
    - **Critical Behavior Index Number** - The number comes from the Critical Behavior Column to help correlate comments with the observed behavior.
    - **What Was Observed** - Comments on what safe or at-risk behavior was observed will be entered here.
    - **Reason/Assessment** – This field essentially provides an explanation of the Obstacle that was selected by the observer.

  ▪ An optional text field is available in the Body Library:
    - This field is a follow-up field to indicate those observations which should be examined closely for more specific action.

- Footer Fields
  A multipurpose text field can be placed in the footer. This text field can be used as determined by the LSIT to document: Best/Good practices observed, an overall summary of the "flavor" of the observation, a summary of any safety commitments obtained etc. The footer may also be used to provide a list of obstacles, critical behavior definitions or guidance, etc.

Section 8

<u>Entering Observations</u>

Two methods of data entry may be used:

- **<u>Data Entry Person</u>** - This method of data entry uses one or more individuals designated and authorized as the only person(s) who may enter the Observation Checklist information into the database. Hard copy observation forms are used by the observers and handwritten to complete the observation process. The forms are then channeled to the Data Entry Person for entry into the database. A Data Entry Person will always be necessary for organizations that allow BBS trained observers from outside the workgroup (Guest Observers) to complete forms.

- **<u>Observer Data Entry</u>** – This method of data entry allows observers to have access to the data entry page in a database such as DART© via individually assigned passwords. The electronic version of the hard copy Observation Checklist is completed by the observer and the data is entered into the database by clicking an "add record" button.

Each method has its own strengths and weaknesses. The LSIT will have to decide what procedures work best for its workgroup. At least initially the LSIT will need to monitor its data entry process closely to determine if adjustments or changes are needed.

Regardless of the method chosen, it is important that after the data is entered, any physical observation form is discarded or shredded.

One of the biggest issues for observee participation is the fear of determining who was observed. Therefore, observation forms shall never be shared individually. Reports generated should have a minimum number of data sheets (e.g. > 10) included so that individual observees cannot be determined from information publicized. Additionally, the LSIT can design the reports generated so that all of the information obtained on the observation form (e.g. time of day, title of the job observed) is not disseminated outside of the LSIT.

Section 9

Leading Indicators and Interpreting Data

The LSIT is to use leading indicators to understand and reduce at-risk behavior and the resultant injuries. Leading indicators are trends identified from the observation data that indicate an increase in at-risk behavior prior to an accident occurring. The analysis of the leading indicators will point the LSIT (thereby the workgroup) in the right direction. This is the greatest task of the LSIT. Second is the formation of solutions that are needed to change at-risk trends. The LSIT can provide solutions in several ways:

- Keep asking the question, "Why?" Get the LSIT to the center of the real issue.

- Look for obvious adverse trends. Analyze the causal factors.

- Discuss potential solutions thoroughly. Determine the best method to turn the trend. The easiest may not be the best.

- If however, the LSIT recognizes that an adverse trend of at-risk behavior has a simple solution, it should identify both the solution and the person responsible for the action so the problem can be remedied quickly.

- If the team has a complex situation, it may need to develop a formal action plan, with stated actions, responsibilities, and schedule.

- If the solution involves utilizing a communications tool, the LSIT should identify the target audience and the person(s) responsible for producing and distributing the communiqué.

- Actions requiring the acquisition or use or financial resources, e.g., procurement of goods or services, may require assistance from the Management Champion.

- Meeting minutes may be formatted to serve as an assignment and tracking tool for solutions. Long-term solutions may be better tracked by the commitment tracking system.

Section 10

Observer Involvement

Observer involvement is essential to successful BBS implementation. Observers must continuously <u>see</u> that there is value from management, the LSIT, and fellow employees for the observations they are performing. The LSIT must actively encourage observer involvement to keep all observers engaged. Several suggestions for engaging the observers include:

- **Select a primary method to regularly communicate with all observers.** Consider the use of e-mail distribution of observer-focused information. Observer buy-in meetings might be planned. Define the periodicity for primary communications. The more frequent the communication, the more likely the observers will maintain interest. Be consistent! Failure to communicate as scheduled tends to indicate that an LSIT is not inspired to build the process.

- **Provide supplemental communications to celebrate successes and encourage and inspire observers.** These communications might provide observers with information about observations; e.g., number of observations received, how the information is being used to feed the solution process, the actions created as a result of their observations and follow-up information so they know their efforts achieved results. (CAUTION: Just as "no name, no blame" of the observee is fundamental in BBS, so is "no name, no FAME". Everything that occurs within the bounds of an observation is privileged. Therefore, even when someone does something "very right", this information can not be shared. This insures the integrity of the observation process.)

- **Ensure observers receive a status report of the process periodically.** Provide information about new volunteers, management support, LSIT or observer involvement in the site activities.

- **Invite observers to attend LSIT meetings.** Let them see the process working. Encourage observers who visit to share with their workgroup what the LSIT is doing. This is a good idea for all communications regarding the process. Periodically offer opportunities to serve on the LSIT.

- **Establish a mentoring program**. Use LSIT members who are well versed in the observation process, and also consider asking observers who have displayed skill to be mentors. Consider establishing accountability teams to coach and encourage each other to be an active part of the process.

- **Quantify what an "active observer" is within their workgroup**. A rule of thumb is that one quality observation per month for three consecutive months constitutes an active observer.

Section 11

Maturing the Process

The LSIT, in conjunction with the company steering committee or lead, is responsible for the growth of the process in the organization. Considerations are:

- Ensure you have strong division representation at the site or company level steering committee.
- Network with already-established LSITs.
- Promote management support and all-employee involvement.
- Understand the basic components of BBS and speak to it at every opportunity.
- Periodically review information from available resources to obtain new ideas.
- Seek out continuing education opportunities for LSIT members.
- Make BBS a part of the way you do business. Include BBS in every safety meeting, add it to toolbox meetings, have periodic publicity to encourage new observers, and praise successes.

Section 12

Organizational Motivation

Workgroups implementing BBS should be cautioned not to place the success of BBS on any single entity. Often people assume that the most important person in BBS is the observer. Without these valuable volunteers, observations (therefore the process) would fail. However, it could also be argued that the LSIT members are most critical. Without data analysis, long-term solutions cannot be determined which would improve the overall culture of an organization. Another view could be that everything hinges on the observee. If they don't volunteer to be observed, then the process would never get started. First and second line managers need to allow time for observations. Without their support the process could not succeed. Lastly, it is realized that when it's all said and done, senior management has to provide resources so that improvements determined can be funded and on-going training can be attended.

Behavior based safety involves every member of the team. All of these people and functions are critical to a successful BBS process. Each person, from the observee to the senior manager, has a crucial role to support the success and long-term sustainability of BBS. When each person gives strong individual support, the process will be most effective and succeed.

The LSIT is extremely critical in maintaining the pulse and balanced support of the BBS process in its workgroup. The LSIT must be attuned to each level of support and be prepared to give valuable feedback and provide solutions where system or process improvements are needed.

APPENDIX

1.0   Sample Charters

2.0   Sample Critical Behavior Library

3.0   Sample Observation Forms

4.0   Sample of Formal Action Plan

5.0   Sample Assessment Criteria

1.0 Sample Charters
Sample Charter A

THE FTF BEAST

F Tank Farm Facility   Revision 1
Behavioral Awareness Safety Team
Charter

Charter

The F Tank Farm Behavioral Awareness Safety Team (BeAST) is a functioning group of F Tank Farm Employees who have volunteered to assume a leadership role in the implementation and growth of the Behavior Based Safety (BBS) Process for the facility. The BeAST collects, analyzes and responds to data collected during the observation process. The BeAST communicates to the facility issues and concerns involving the BBS Process.

The primary functions of the BeAST are:

- Developing a list of critical behaviors that will reflect F Tank Farm tasks.
- Providing an Observation Form for the collection of Data.
- Determining the method of Data entry.
- Identifying key parameters for trending.
- Holding periodic meetings for the review of Observation data and formulation of solutions to leading indicators.
- Ensuring solutions are implemented.
- Promoting the BBS process within the Facility.
- Ensuring participation in site level BBS activities.

Membership and Organization

The BeAST has the following officers:

- Chairperson
- Vice Chairperson
- Facilitator (optional)
- Recording Secretary
- Agenda Manager

The BeAST strives to maintain a cross sectional representation of the facility work groups. The following organizations may participate:

Operations	Maintenance	Radiological Control Operations
Engineering	Waste Removal	Administrative Organizations
Technical Support		

Membership and Organization, Cont.

BeAST members are Observer trained and have displayed dedication to the process. The number of members should not exceed 14 day-staff members and may include 12 rotating shift members. Membership numbers may vary based on personnel movement.

The FTF Safety Engineer serves as a subject matter expert to the BeAST.

A Management Champion represents the entire FTF Management Team and also serves as a resource for necessary scheduling and budget support.

The BeAST membership rotates every 12 months on a voluntary basis. This may include exiting of existing members and entry of new members or rotation of positions on the BeAST. The rotation is intended to prevent "burnout" and keep the BeAST vital. Members that wish to remain on the Team for longer than one year should understand the need for remaining enthusiastic about the process. Members are expected to attend no less than 75% of the scheduled meetings. Shift members are expected to attend if at all possible when their day rotation occurs on a scheduled meeting day.

New members will be solicited from the existing Observer force and should be those observers who are showing leadership in helping bring the process to maturity in the facility.

Practices

The BeAST meets periodically, and as a minimum should meet no less than monthly. A quorum consists of a minimum of 5 members present to approve solutions and implementation plans for the BeAST. Two members should be officers, of which one should be the Chair or Vice Chair. Actions not involving the approval of solutions and their implementation do not require a quorum.

The BeAST responds to trends in observation data that indicate certain at-risk behaviors are increasing and likely to cause an accident. The BeAST forms a solution and implements that solution in the facility.

Solutions may take the form of formal action plans, informal action plans, communications to the facility or specific work groups, request for changes to infrastructure, requisitions to purchase material requisite to the solution, and other similar methods that are deemed necessary to turning adverse trends.

The BeAST promotes BBS by example, by communication to facility employees, and communication to the Management Team.

The BeAST will use the Local Safety Improvement Team Primer as guidance in its endeavor to make Behavior Based Safety the Safety culture for F Tank Farm.

Sponsorship

The Facility Management Team sponsors the BeAST. This sponsorship is exhibited by:
- Promoting the BBS Process within their group, and soliciting observer volunteers
- Periodically attending the BeAST meetings
- Providing necessary resources for implementation of solutions
- Encouraging First Line Managers to support BBS, and provide time for observations
- Encouraging Observers within their organization to perform observations
- Providing Positive Reinforcement for worker exhibiting safe behaviors
- Participating in BBS Training modules
- Providing a Management Champion as a standing member of the BeAST

Documents

The BeAST produces the following documents:

- Minutes – should be issued no later than two working days after the meeting.
- Action Plans – As required to document implementation of complex solutions. Formal action plans are not required for every solution.

Commitment

The signatures below represent the commitment of the individuals to support and adhere to this document.

Chairperson _____   Facility Manager _____

Team Members:

Sponsors:

Management Champion: _____

Sample Charter B

**Westinghouse
Savannah River Company**

NUCLEAR MATERIAL MANAGEMENT DIVISION

SPENT FUEL PROGRAMS

LOCAL SAFETY IMPROVEMENT TEAM CHARTER
Revision 01

Chairperson: **Management Sponsor:**

_____   _____
Name/Signature/Date   Name/Signature/Date

Vice-Chairperson:

_____
Name/Signature/Date

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NMMD-SFP LOCAL SAFETY IMPROVEMENT TEAM (LSIT) CHARTER

Mission Statement

To promote a safety culture minimizing "at risk behavior" through application of the Behavior Based Safety (BBS) concept.

Objectives

- Promote BBS observations by all members of NMMD-SFP teams, in all workplace environments.

- Collect and analyze data from process observations.

- Increase individual safety awareness by providing positive re-enforcement of safe behaviors.

- Address observed safety issues by providing recommendations to appropriate l levels of management.

- Provide feedback from the analysis of BBS observations, both within and outside of Spent Fuel Programs facilities, by use of safety meetings, newsletters, etc.

Team Actions

- Review, tabulate and analyze BBS observation data.

- Provide trend information to management, and recommend improvement actions.

- Provide feedback on program progress and concerns to management team.

- Provide feedback and positive reinforcement to observers on quality of checklists.

- Provide feedback on observation results to facility personnel.

- Provide proactive input on program activities, progress, concerns, etc., to Division newsletter.

- Promote, by example, the BBS process within the facilities.

Management Team Relations

It is the facility management team that sponsors the Local Safety Improvement Team (LSIT). Without the enabling support of management, the LSIT would not be able to accomplish the full and effective implementation of the BBS process.

The LSIT looks to management to enhance the success of the BBS Program through a variety of on-going actions evidencing their support and sponsorship, such as:

- Encouraging each level of the management team to lend support to the BBS Program, by soliciting volunteers for the observer program, and ensuring adequate time for their observers to conduct their observations.

- Providing real-time positive consequences/reinforcement for workers exhibiting safe practices on the job.

- Being aware of who the BBS Observers are in their organizations, and providing positive reinforcement and encouragement for their continuing efforts, with a "pat on the back" when appropriate. (i.e. reinforcing worker understanding that these activities are an integral part of all our jobs)

- Promoting the BBS Process within their respective groups.

- Providing necessary support and resources to implement recommended solutions to behavior safety concerns.

- Participating in BBS training modules, and providing day-to-day coaching and/or mentoring in the field.

- Periodically attending LSIT meetings.

Organization

Member Selection:

LSIT members are selected from the various functional work groups within the Spent Fuel Programs organization, to achieve a cross section of workers and a viable representation of activities.   Nominees are selected from volunteers who have completed BBS Observer training.

Sitting LSIT members select the nominees, and obtain the concurrence of the nominees' management, as well as their agreement to support the nominees' participation. Allocations for organizational representation on the LSIT are provided by Appendix A.

Leadership Positions:

A variety of leadership positions and functional roles are associated with the LSIT activities, and are vital to its success.   Specific positions and related duties are referenced in the WSRC LSIT Primer.   Positions held by NMMD-SFP LSIT members are normally filled by election from within the LSIT.

As a minimum, the SFP LSIT leadership/functional positions will include the following:

- Chairperson

- Recording Secretary

- Data-entry Person

- Management Sponsor

Selected leadership positions and principal functionary positions currently serving the LSIT, and related information, are addressed in Appendix B. Other positions available for future selection by the team, as it may desire, are identified in the site LSIT Primer.

Membership Criteria

The normal period of service for LSIT members is one year. Members may, however, succeed themselves, again with the concurrence of their supervision/management, in the event of a lack of qualified volunteers from their respective organizations.

In order to ensure a degree of continuity within the LSIT, members may be rotated off the team at set intervals of months or quarters, not to exceed 25% per quarter. Initially such a rotation may result in some of the charter members serving more than the designated year.

Meetings

General:

The Local Safety Improvement Team should meet on a regularly scheduled basis to review submitted observations and conduct other safety-related business as appropriate. Safety issues and/or concerns arising from the reviews should be addressed, and recommendations submitted to management as per established objectives.

Frequency:

As a minimum, LSIT meetings should be held monthly. During the initial team start-up and formation period, meetings may be scheduled more frequently until the team and the BBS process are functioning smoothly. The team may elect to meet weekly, in order to provide a greater opportunity for members assigned to shifts to participate more frequently.

Special meetings may be called by the Chairperson, Vice Chairperson, or Management Sponsor, or at the request of at least three team members.
Under normal circumstances LSIT meetings should be limited to 1 to 1 ½ hours. Special meetings should not exceed 2 hours.

Quorum:

A quorum of the team membership must be present in order for business to be conducted at either a regularly scheduled or called special meeting of the LSIT.

A quorum shall consist of 50% plus one (1) of available member-represented positions present at the meeting. This ensures that a simple majority of the established available organizational representation is in attendance to conduct business.

Conduct of Business:

The LSIT may use Robert's Rules of Order as a general guideline for the conduct of its meetings. A Meeting Facilitator may be called upon to assist during scheduled and/or special called meetings.

Action Item Database:

Action items generated during LSIT meetings should be documented in a single database. Such items should include a brief narrative of the action item, providing a clear understanding of its requirements and the criteria for successful completion. The database should also include the name of the LSIT member responsible, the date action is assigned, and estimated completion date.

Meeting Attendance:

LSIT members are encouraged to attend all scheduled and called LSIT meetings, if at all possible. They are expected, however, to attend at least 65% (i.e., 2 of every 3) of all regularly scheduled meetings.   Members assigned to shifts are expected to attend regularly scheduled meetings occurring during their day rotation, if at all possible.

Minutes of Meeting:

Minutes of each LSIT meeting wherein business is conducted should be recorded. Said minutes should include date and time of meeting, who presided, those representatives present, a brief narrative of items of business addressed by the team, to include outcomes, work assignments, commitments, and responsibilities agreed to, etc., and the time that the meeting was adjourned.

Charter Revisions

Changes to the NMMD-SFP Local Safety Improvement Team Charter may be called for by a simple majority of the LSIT. The Chairpersons and Management Sponsor, and a majority of the LSIT members present are required to approve the charter. The Chairpersons and Management Sponsor shall sign the cover page of the charter to indicate said approval. **Charter Appendix A – Organizational Representatives**

A total of 29 LSIT representative positions were selected from within the SFP organization, and are listed below. Of these positions, 13 are assigned to the shifts. On any given day, only 4 workers filling those shift positions will be available to attend the LSIT meeting. Thus, the figures in parenthesis, or those members actually available to attend, are used to determine the necessary meeting quorum.

Operations

Operations (Days)	1	(1)
Operations (Shifts)	5	(2)
Operations	1	(1)
RCO	1	(1)
RCO	1	(1)
RCO	4	(1)

Operations Support

Waste Management	1	(1)
Conops/ALARA/OSHA	1	(1)
Training	1	(1)
Procedures	1	(1)

Facility Support

Maintenance

Area Maintenance	1	(1)
Area Maintenance (Days)	1	(1)
Area Maintenance (Shifts)	4	(1)
Work Control	1	(1)

Quality Assurance & Assessments

Engineering & Assessments

1   (1)

Quality Control   1

(1)

Engineering Department

Operations Support	1	(1)
Operations Support	1	(1)
Fuel Handling	1	(1)

Total LSIT Representative Positions	29
LSIT Total Available for Any Given Meeting:	(20)

Charter Appendix B – LSIT Leadership Positions

A. Currently Established Positions:

The following leadership and principal functional positions are currently established in the Spent Fuel Programs (SFP) Local Safety Improvement Team (LSIT). Personnel in such positions should be trained Behavior Based Safety Observers. Functions/responsibilities of these positions include, but are not limited to, those outlined in the Site LSIT Primer. The normal term of office for these positions is one year, unless otherwise indicated.

Chairpersons:

The overall activities of the LSIT are managed and facilitated by a Chairperson, assisted by a Vice-Chairperson, one of who presides over LSIT meetings. The Chairpersons and Vice-Chairperson are elected from within the LSIT, and serve for a term of one year. The Vice-Chairperson may be elected to succeed the Chairperson.

Recording Secretary:

The Recording Secretary may be selected from within or from outside the LSIT. The Recording Secretary may serve on a more permanent basis, or the duties may be rotated. Duties include the recording, publishing and dissemination of LSIT meeting minutes, the development of meeting agendas, and the maintenance of an Action Item Database.

Data Entry Specialist:

The Data Entry Specialist has database authority to input data from completed observation checklists, sorts data to facilitate production of reports and detection of trends, and provides reports on gathered observations to the LSIT. The Data Entry Specialist may also be selected from within or from outside the LSIT, and serve on a more permanent basis.

Communicator:

The Communicator provides for the release of BBS/LSIT information to the organization, through such media as newsletters, Web-site home page, bulletin board notices, posters, etc. Effective communications will normally require the efforts of more than one team member in this role.

Management Sponsor:

A willing member of management may be selected by the LSIT to serve as an enabler and a resource for the team. The Management Sponsor should be a respected member of upper-level management, well versed and supportive of the BBS process, and willing to accept a neutral role in the management of the team itself.

Charter Appendix B – LSIT Leadership Positions (Cont'd)

B. Additional Positions:

Additional positions may be designated as deemed appropriate by the team. LSIT members may be asked to fill these additional positions to facilitate the team's accomplishment of its goals and objectives. Such positions may include:

Data Management: (May consist of a small sub-committee or task-team)

The Data Manager/team analyzes the information held in the data base, and produces appropriate reports, charts, graphs, and data packages for LSIT review. The Data Manager also facilitates the review and interpretation of observation data so as to provide timely positive feedback to employees for safe behaviors, and develop solutions for trends that require remedial action.

Meeting facilitator:

The LSIT may choose to elect a Meeting Facilitator, whose primary function would be to facilitate LSIT meetings so as to enhance their effectiveness and efficiency. The facilitator may also assist the LSIT in developing meeting agendas. The facilitator may or may not be a member of the LSIT.

Safety Engineer:

The LSIT may chose to include a Safety Engineer on the team. However, whether a team member or not, a Safety Engineer should be recognized as a valuable resource for specific safety concerns and resolutions.

2.0 Sample Critical Behavior Library

Personal Protective Equipment Use

- **Protecting Eyes/Face** - wearing proper eye/face protection for the task (face shield, goggles), or visual correction such as glasses. Rests eyes from monitor use.
- **Protecting Hands** - proper gloves being worn (e.g., high voltage gloves, rubber gloves, and gallant style).
- **Protecting Body** - proper protective clothing being worn (lab coat or coveralls, acid suit, steam suit, rubber apron).
- **Protecting Feet** - proper foot protection being worn (safety shoes, boots, or metatarsal guards).
- **Protecting Head** - hard hat worn appropriately and properly where hazard exists.

BODY USE and POSITION

- **Walking Properly** – Keeping eyes on path, watching what you're doing and where you're going (looking for / being aware of hazards).
- **Aware of Pinch Points** - aware of and avoiding pinch points (pinch points blocked, maintaining body parts out of pinch points).
- **Aware of Line of Fire** - worker is positioning his body to avoid injury by any moving hazards (e.g., spraying chemicals reflected arcs, escaping steam, falling objects, path of power tools).
- **Stabilizing Work/Surfaces** - working in stable configuration - particularly when working at height on ladders/scaffolds/platforms. Also stabilizing work using clamps or other holding devices. Office equipment/furniture stabilized.
- **Concentrating on Task** - aware of hand placement (watching where hands are placed during work or near hazard), not being distracted.

TOOLS and EQUIPMENT

- **Using Right Tool** - using the right tool(s) for the job(e.g., correct style wrench, etc.).
- Using As Intended - using tool(s)/equipment properly, not hammering with wrenches, not prying with screwdrivers, etc.
- **Checked Tool Condition** - tools, even if correct for the job, must be in good condition (e.g., handles in good condition, electrical cords properly insulated, chisels not flared, etc.).
- **Properly Positioned** - equipment/tool(s) positioned properly, guards in place, guides secure.
- **Using As Designed** - equipment/tool(s) designed for easy use/access, tools not altered.

ENVIRONMENT

- **Performs Housekeeping** – does not create housekeeping hazards (e.g., material placed in designated storage bins, etc.), maintains clear access/egress paths.
- **Properly Handles Waste** - waste is segregated, bagged, labeled, and disposed of.
- **Properly Stores Items** - containers used correctly for the material and being kept in good condition (e.g., heaviest material on bottom, drums free from rust, etc.).
- **Properly Established Barricades** - properly positioned. Signs/tags in good condition, legible and within easy view.
- **Aware Environmental Hazards** - personnel involved aware of environmental conditions (e.g., heat/cold exposure, wind, rain, ice, fog, insects/animals).

PROCESS HAZARDS

- **Properly Established Lockouts** - are workers protected from potential hazards (locks / tags / grounds applied or removed, lines depressurized).
- **Tracking Operating Parameters –** parameters important to personnel safety are being properly monitored (pressures, levels, etc.)
- **Aware of Equipment Tolerances –** facility components safety limits are not challenged.
- **Established Communications –** Communications between work groups has been established and being used as necessary

Office Ergonomics

- **Frequency Used/Easy Reach –** office organized so that items often used are within easy reach.
- **Monitor Positioned Properly –** Computer monitor is slightly below eye level and 16"-30" away from eyes.
- **Keyboard/Mouse Ease of Use –** Keyboard placed to support proper wrist alignment, mouse located directly to the side of the key board and at same height.
- **Location of Input Material –** Document holder used when necessary, not forced to strain to see documents.
- **Proper Hand Arm Position –** Upper arms parallel to sides, lower arms parallel to ground, hands curved and relaxed when using keyboard or mouse, Wrist are straight and floating while using keyboard.

Other

- **No Hazardous Personal Items –** personal Items that would create a hazard during the job have been removed, ex. Rings, Badge Lanyards, necklaces.
- **Miscellaneous –** Any behavior that does not easily fit into another category.
- **Not On Form –** Any behavior that has been pre-defined in another category but is not currently on this revision of the form.

3.0 Sample Observation Forms

The following are samples of Observation forms. Ultimately the format and content of the form is developed by the LSIT.

Sample A – Simple Form

1.0 Body Use/Position	Safe	At Risk	4.0 Work Environment	Safe	At Risk
1. Walking/Ascending/Descending			1 Work Area maintained free of clutter		
2. Stabilized Work/Surfaces			2 Waste Disposed of, Properly Tagged/Segregated		
3. Proper Lifting Technique			3 Barricades/Warning Signs Used Properly		
4. Ease of Movement			4 Aware of moving/rotating equipment		
5. Entry/Exit from Job Site			5 Protecting Against Heat Stress/Cold Exposure		
6. Proximity Hazard Awareness			6 Working with Adequate Lighting		
7. Other (specify in comments field)			7 4.8 Other (specify in comments field)		
2.0 Personal Protective Equip.			**5.0 Other**		
1 Protecting Hands			1 Personal Items (Jewelry/Attire) not causing hazard		
2 Protecting Eyes/Face			2 Office Ergonomics (Posture, Computer/Space use)		
3 Using Fall Protection			3 Working with Proper Lockout Protection		
4 Protecting Head			4 Necessary Communications Established		
5 Protecting Feet			5 Buddy System Used		
6 Protecting Against Rad Exposure or Contamination			6 Properly Preparing/Handling Food Related Items		
7 Other (specify in comments field)			7 5.7 Other (specify in comments field		
3.0 Tools/Equipment					
1 Using Right Tool					
2 Using Tool As intended/designed					
3 Tool Condition is not a Hazard					
4 Powered Equip/Vehicle Used as Intended					
5 Operating Vehicle Safely (Driving/Parking)					
6 Pedestrian Right of Way honored					
7 Other (specify in comments field					

Observed Safe Behaviors	

Observed At Risk Behaviors	**Explanation for At Risk Behavior**

Personal Commitment/Observation Summary

Sample B – More Detail

1.0	BODY USE AND POSITION	SAFE	AT RISK	2.0	PPE (con't)	SAFE	AT RISK
1.1	In Transit			2.6	Ears		
1.2	Pinch points Protection			2.7	Feet		
1.3	Clear of Line of fire			2.8	Breathing		
1.4	Stable Working surface			2.9	Rad Concerns – PPE, Dosimetry, etc		
1.5	Eyes on hands/work concentration						
1.6	Manual handling/lifting			3.0	EQUIPMENT/TOOLS	SAFE	AT RISK
1.7	Safe Pace – Not Rushing			3.1	Selection		
1.8	Ascending/descending			3.2	Use		
1.9	Not Awkward/cramped			3.3	Condition		
1.10	No Strain/Overexertion			3.4	Powered vehicles		
1.11	Safe Reach Not Overextended			3.5	Driving/parking		
1.12	Recognized need for help			4.0	ENVIRONMENT	SAFE	AT RISK
1.13	Posture appropriate for task			4.1	Housekeeping		
1.14	Repetition			4.2	Waste disposal		
1.15	Use of access/exits			4.3	Storage		
1.16	Aware of surrounding condition			4.4	Barriers/warning signs		
2.0	PPE	SAFE	AT RISK	4.5	Aware of moving equipment		
2.1	Hands			4.6	Environmental conditions		
2.2	Eyes/face			4.7	Lighting		
2.3	Body			5.0	OTHER	SAFE	AT RISK
2.4	Fall/working at height			5.1	Personal items		
2.5	Head			5.2	Miscellaneous		

OBSERVED SAFE PRACTICES (Use Back of Form If Necessary)

OBSERVED 'AT RISK' PRACTICES (Use Back of Form If Necessary)

WHAT is observed to be at risk?	WHY was it done that way.

Observation Guide
Step 1 - *Introduce yourself, ask their name, put the person at ease and explain the process.*
Step 2 - *Ask the person to explain the job that is being performed.*
Step 3 - *Ask them to explain the hazards and precautions they are taking*
Step 4 - *Provide positive feedback by praising safe behaviors first.*
Ex. You did this well..., You were aware..., etc.

Step 5 - *Ask open-ended questions to learn more about at-risk behaviors. Ex. What's the worst accident that can happen? How could you be hurt doing this task? Why are you doing it this way? Can you describe the task for me?*
Step 6 - *Draw out the corrective action that may be required from the person.*
Step 7 - *Get a personal commitment that the individual will carry out this action and thank them for participating. Ex. Will you agree to..., Can I get you to commit to ..., Can I get your promise..., etc*

PAC -Communication
Avoid Parent-Child. Seek Adult <> Adult communication. Free Child (express feelings) to return to Adult <> Adult

Sample D Mini-Form

Front

CBL#	CRITICAL BEHAVIOR LIST	Safe	At Risk	CBL#	CRITICAL BEHAVIOR LIST	Safe	At Risk
1.0	**Body Use/Ergonomics**	*	*	**3.0**	**Tools And Equipment**	*	*
1.1	System/Component Design			3.1	Tool Equipment/Design		
1.2	Data Entry			3.2	Tool Selection		
1.3	Work Surface			3.3	Tool Condition		
1.5	Pinch Points			3.4	Tool Use		
1.6	Eyes On Surroundings			3.6	Driving Vehicles/Equip.		
1.8	Eyes On Path/Walking			3.7	Use of Sharp Tools		
1.9	Ascending/Descending						
1.14	Body Position			**4.0**	**Environment**		
				4.1	Environmental Hazards		
				4.4	Housekeeping		
				4.5	Storage		
				4.6	Waste Disposal		
				4.7	Lighting		
				4.8	Barricades/Warning Signs		
2.0	**PPE**			**5.0**	**Process Hazards**		
2.1	Head Protection			5.1	Equipment Tolerances		
2.2	Eye and Face Protection			5.2	Operating Parameters		
2.3	Hand Protection			5.3	Lockouts/Tagouts		
2.4	Feet Protection			**6.0**	**Radiological Protection**		
2.5	Fall Protection			6.1	Rad Issues		
2.6	Protective Clothing			**7.0**	**Other**		
2.7	Hearing Protection			7.1	Communications		
				7.3	Miscellaneous		

Back

Observer: Type: Field___ Office___ #Observed___ #At-Risk___ Date:

CBL#	OBSERVED SAFE BEHAVIORS/GOOD PRACTICES

CBL#	What was observed to be At-Risk?	Why was it At-Risk?

Sample B Mini-Form

F Tank Farm BBS Mini-Form (return to box in 18F, 28F, 24F, or 58F)

Observer:_____   Date: ____/____

Instructions and comment space on back. All observed behaviors require comment.

 # Observed_____   Activity_____

CBL#	Critical Behaviors	Safe ✳	# A/R	Obstcl #
1	Fall Protection			
2	Feet Protection			
3	Hand Protection			
4	Head Protection			
5	Eye/Face Protection			
6	Respiratory Protection			
7	Ascending/Descending			
8	Body Position			
9	Eyes on Path/Walking			
10	Eyes On Surroundings			
11	Lifting Technique			
12	Overexertion			
13	Posture			
14	Work Surface			
15	Tool Condition			
16	Tool Design			
17	Tool Selection			
18	Tool Use			
19	Powered Vehicle Operation			
20	Lighting			
21	Housekeeping			
22	Waste Disposal			
23	Environmental Hazards			
24	Barricades/Warning Signs			
25	Use of/Access To - Exits			
26	Communications			
27	Get Help			
28	Operating Parameters			
29	Driving			
30	Miscellaneous			

Obstacles: 1. Culture/Peer Pressure 2. Complacency
3. Disagrees At-Risk, 4. Distracted 5. Environmental
6. Facility/Equipment Condition   7. Procedure
8. Time Pressure 9. Training 10. Personal Factors

Comment fields and instructions are provided on the reverse side of the form

4.0 Sample Action Plan

Observer Action Plan

Re-energizing the Process

Observer Action Plan

Re-Energizing the Process

To ensure our Observers are aware of the importance of their task. We have developed the following Action Plan:

1) Positive Reinforcement

2) Peer Coaching

3) Communications

Positive Reinforcement

Part of the observation feedback process is providing praise as positive reinforcement for safe work behaviors. We shall incorporate this concept into our action plan in the following ways:

Recognize a Behavioral Observer of the Month:

This will initially be based on Quantity of observations. As we begin to receive more observations, and based on the success of coaching, we will re-evaluate the selection criteria and lean toward Quality.

Provide verbal reinforcement and encouragement:

When meeting observers in field a discussion will be initiated to thank them for volunteering and encouraging them to be involved.

Peer Coaching

To help our observers become more comfortable with the observation process, we will assign peer coaches. Peer coaches will be responsible for the following:

Upon assignment, contact the observers and agree to an initial meeting time.

At the initial meeting, discuss the importance of the observation process to the success of the BBS process.

Arrange times to perform observations.

Perform 6 coached observations with the assigned observers

Communication

To ensure the BEAST maintains communications with Behavioral Safety Observers, we will implement the following modes of communication:

- Establish and maintain a current email distribution of Behavioral Safety Observers.

Use the email distribution to:

Issue BEAST meeting minutes

Issue weekly Observation totals and statistics

Alert Behavioral Safety Observers to Critical Behaviors that need attention.

Alert Behavioral Safety Observers on recommendations for turning trends.

Solicit input from the Behavioral Safety Observers.

- Conduct Quarterly "Revival" meetings to help maintain interest.

- Conduct one on one discussions with Behavioral Safety Observers to personally inform them of BEAST activities and implementation progress.

Encourage attendance to at least one BEAST meeting a quarter.

5.0 Sample Assessment Criteria

Sample 1

BBS Critical Behaviors

LSIT Critical Behaviors:
1) The LSIT conducts routine meetings
2) The LSIT has an approved charter
3) The charter denotes quorum requirements for the LSIT
4) The LSIT reviews performance measures derived from BBS observations
5) The LSIT has developed/implemented action plans based on performance measures
6) LSIT members are trained observers
7) LSIT membership is representative of the workforce
8) LSIT actions support the ABC model (i.e. not just focused on antecedents as corrective actions for at risk behaviors but also providing positive consequences for those working safely)
9) Ensuring that observation results are inputted into the database in a timely manner
10) Ensuring that performance indicators presented at the LSIT meetings are timely
11) Meeting minutes are produced promptly

Other Critical Behaviors Important to Assess:

Manager/Supervisor/Leader Critical Behaviors
1) At least one person in line management attends the Local Safety Improvement Team (LSIT) meeting.
2) Interview at least three workers to see if management positively reinforces:
   - Active observers
   - Members of the Local safety improvement team
   - Workers for safe behaviors
3) Interview at least three workers to see if management provides the time necessary to conduct BBS observations.
4) Interview facility management to see if they are cognizant of LSIT actions
5) Interview management to ensure their understanding of the concepts that underpin the BBS process
   - ABC model; what most effects our behaviors
   - What constitutes a good BBS observation
   - Open ended questions (observee doing most of the talking)
   - Positive reinforcement for safe behaviors
   - Commitment to improve at-risk behaviors
   - Understanding why the at-risk behavior is occurring

6) Management is actively involved in training. (facilitating; opening meeting; closing meeting etc.)
7) Management has assigned a BBS champion, coordinator(s), management sponsor as appropriate

Observer Critical Behaviors
1) Number of observations meeting expectations set by LSIT
2) Observe BBS observers providing positive reinforcement for safe behaviors
3) Observe BBS observers asking for a commitment from an observee to eliminate an at-risk behavior
4) Observe BBS observers asking open-ended questions
5) Observee is doing most of the talking during a BBS observation
6) Observations are being conducted in all areas for a given facility as appropriate
7) Interview at least three trained observers to see if they feel they receive the necessary support from their line management to conduct BBS observations

Performance Measures
1) % active observers
2) # of observations are at goal or are increasing
3) closure of action items is timely
4) # of observers is increasing
5) Injuries decreasing

Sample 2

Behavior-Based Safety Assessment Criteria

Management Involvement

Leadership

Managers openly and actively support the BBS process.

Critical Behaviors: Willing to be observed, attends LSIT meetings, aware of LSIT actions, supports LSIT actions as needed, assigns adequate number of champions and coordinators, provides effective R+/encouragement at POD/POW meetings, standdowns and one-on-one interactions and ensures effective implementation of training to the management team.

Knowledge

Managers demonstrate knowledge of the BBS process and frequently participate in the delivery of training.

Critical Behaviors: Frequently discusses BBS topics and conducts training for the organization. Understands the ABC model, knows what constitutes a good observation, can ask open-ended questions, provides positive reinforcement for safe behaviors and understands the link between at-risk behavior and injuries.

Observer Motivation

Incentives are in place to stimulate observations and a process for removing barriers to observations is in place.

Critical Behavior: Provides time for observations. Encourages observations but does not drive quotas or quantity. Actively supports employee involvement in the observation process.

Communications

BBS information is communicated routinely within the organization and information is passed down from the BBS Steering Committee.

Critical Behavior: Managers "thread" BBS throughout toolbox meetings, pre-job briefings, etc. The division/department or facility champion actively provides BBS Steering Committee information to management, division sponsors and members of the LSIT.

Employee Involvement

Process Understanding

All frontline employees can explain the BBS process.

Critical Behaviors/ Checklist Familiarity - Employees can explain critical behaviors and routinely use that vocabulary.

Critical Behavior: Employees use the observation (or critical behaviors) checklist.

Observer Volunteer Rate/Rotation - An adequate number of team training participants volunteered for observer training. A rotation plan is in place for new Observers to serve on the LSIT. A process is in place to recruit new volunteer observers after the initial group of volunteers from the team training.

Critical Behavior: At least 10% of Team training participants volunteered for observer training. LSIT has a rotational plan developed or included in charter.

Communications - BBS information is communicated routinely within the organization and employees are aware of and discuss accomplishments related to BBS. Employees provide positive reinforcement for peers that volunteer to serve on the LSIT or perform observations.

Critical behaviors: Employees are actively involved in the BBS process and provide positive reinforcement for peers that actively participate.

Networking

LSIT Rotation - At least 25% of the LSIT are new members (if established for more than one year), or there is a system in place for selecting new LSIT members and determining the length of assignment.

Data Tracking/Sharing - Reports generated from the DART database are routinely distributed to work groups, supervisors and managers.

Linkage to Other Safety Programs - BBS is totally integrated into other safety programs such as critiques, safety meetings and other safety systems.
The safety engineer is integrated into the BBS process and participates on or supports the Local Safety Improvement Team.

Process

LSIT Structure - The Local Safety Improvement Team is structured for success (leader appointed, diverse representation, size, facilitator involved and agenda used for meetings, etc.).

Critical Behaviors: Team leader and facilitator selected the LSIT. A current approved charter is in place with quorum requirements stated. Meeting management rules are in effect and are enforced by the team. A management sponsor is present at each meeting.

LSIT Functionality - A Local Safety Improvement Team has been established and is functioning. The LSIT is not routinely handling issues that deal with unsafe conditions or other facility inspection/housekeeping program items.

Critical Behavior: The LSIT is trained effectively in meeting skills. Performance measures and action plans are derived from observation data. Meeting minutes are produced in a timely manner. Observation data is inputted into the database in a timely manner. Performance measures and action plans are provided to management and members of the work team.

Critical Behaviors Checklist (CBC) - A specific Critical Behavior Checklist has been developed for the group/facility and is being used effectively. The original checklist has been updated to reflect targeted critical behaviors.

Critical Behavior: The LSIT has reviewed facility or work group injury data, JHAs, work histories, etc. and has developed a CBC that reflects specific facility critical behaviors.

Observation Quantity and Quality - Observation quantity and quality targets are established and routinely met. Critical Behaviors: Quotas have not been set by management for quantity. Observations are being conducted in all areas of the facility, observees are doing most of the talking during an observation, open-ended questions are being asked, positive reinforcement for safe behaviors and commitments are being obtained for safe behaviors.

Observer Support - Observers are coached/mentored often and receive feedback on their observation performance.

Critical Behavior: Experienced observers and other BBS resource people are actively coaching/mentoring new observers.

Performance Indicator Use - Performance indicators are produced and used by the Local Safety Improvement Team. BBS related performance indicators are in use by many supervisor and managers.

Critical Behaviors: Performance indicators have been developed that track injuries, percent safe, contact rate, number of active qualified observers, and obstacles to safe work (categories of at-risk behaviors).

Barrier Removal/Action Plans Implemented - Observation data is used by the LSIT to identify and address barriers. Action plans have been developed and implemented to correct complex barriers

Data Tracking/Sharing - The DART database is being used effectively and all observations are being entered into the database in a timely manner.

Critical Behavior: Observation data is being entered into a formal database within three days of the observation.

Training

Management Knowledge

All managers and supervisors have been to formal training and can explain the BBS process.

Critical Behavior: Actively involved in BBS training, can verbalize concepts (ABC model, observation techniques, etc.), completed the Observer Workshop and performs field observations using the BBS observation model.

LSIT Knowledge

All members of the Local Safety Improvement Team have completed BBS training and have had refresher training during the past year.

Observation Quality - The observation process is well understood and observation datasheet fields are being completed.

Critical Behavior: All appropriate fields are being completed with quality comments.

Process Understanding - All employees can explain the BBS process and use the BBS vocabulary in their daily jobs.